

OAKDENE PRIMARY SCHOOL

FL POLICY



FOREIGN LANGUAGES POLICY

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This policy sets out the school's vision, aims and strategies for the teaching and learning of languages. It is the basis for the development of languages in our school for the next three years.

Language learning enables young people to express their ideas and thoughts in another language, and to understand and respond to its speakers, which is essential, practical knowledge for all global citizens in the 21st century. More than this, it is about young people exploring the relationship between language and identity, about developing an international outlook and growing into an enhanced understanding of the world and their place within it.

1. The aims and purpose of learning a foreign language

The overall aim for languages at Oakdene Primary School is that pupils develop a deep interest in and appreciation for other cultures, as they learn to understand and express themselves with increasing confidence in French. In our organisation of the languages curriculum and extra-curricular opportunities, we envisage pupils developing their sense of belonging to the wider world and embarking on a journey towards a wealth of opportunities in their future lives. Pupils will develop specific knowledge of the French languages, learning words and structures that enable them to ask and answer questions, listen to, read and understand stories, songs, poems and other short texts, and to write from memory about themselves. At the same time, they will develop language learning skills and strategies that will equip them for the learning of additional languages.

2. FL Curriculum

The school's four year KS2 scheme of work is developed and taught by Lingotots, a multi-award winning language programme designed to fulfil the requirements of the KS2 Programme of Study, and to provide learning experiences that engage, enthuse and motivate all of our learners. The time committed to language learning includes weekly dedicated language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines. In addition, there are opportunities for the learning of additional languages in our European day of languages in September and through some history and geography topics. The languages curriculum is aligned wherever appropriate with the learning context, content and aims of other subject areas, to enhance the cohesion of learning experiences for our pupils. The overview scheme of work for each year of KS2 is available on our website.

3. Curriculum leadership and management

The Language leader is responsible for:

- developing a primary languages curriculum which allows substantial progress to be made in French across KS2.

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- monitoring and evaluating standards of language teaching and learning across the key stage.
- managing the resources, which support curriculum delivery
- implementing arrangements for assessment in primary languages and overseeing the recording and reporting of pupil progress.
- managing the professional development needs of other teachers involved in the delivery of primary languages.

4. Language teaching methodology

Pupils are given regular opportunities to listen to, join in with, read, speak and write French. In the early stages of language learning, pupils engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language. Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns. Pupils then begin to develop, from the earliest stages in Y3, the ability to form simple sentences of their own, with relation to topics of close, personal interest, such as self, family and pets. As learning develops, pupils are given more and more opportunities to engage with French culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken. They develop confidence in writing from memory, building up over the course of KS2 to being able to write a short paragraph with information on two-three topics. Teachers make use of a wide variety of resources, including ICT, and learning activities, including games, information-finding (research), pattern-finding, and quizzes to stimulate interest and general literacy and other learning skills. There are clear links with literacy, particularly through the teaching of grammar.

Due to the pandemic we have risk assessed this activity. Lingotots have shared their comprehensive Covid risk assessment with Oakdene. Rosie (Lingotot teacher at Oakdene) has been inducted with our risk assessment. As Rosie visits a number of schools per week and visits a number of bubbles within our setting she wears PPE at all times.

Lingotots provided a remote learning offer during lockdown for Oakdene pupils to access. This offer is available for any pupils who are self-isolating.

5. Embedding languages in the curriculum and exploiting opportunities:

Oakdene Primary school believes pupils will learn languages more effectively by having frequent exposure to them. The Primary Language leader will highlight opportunities in medium term planning and provide the necessary resources to allow languages to be embedded in our curriculum. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. Children will be exposed to range of languages which link to key topics in each year group and will be given opportunities to explore foreign languages on European day of languages. Experiences will link to careers and culture as well as spoken language. All staff in the school are responsible for ensuring this.

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6. Assessment

Assessment in languages is primarily to inform and support teaching and learning, enabling the class teacher to refine planning to best meet learner needs. During lessons, the Lingotot teacher, where appropriate, will unobtrusively record evidence of particular competences as they emerge in the course of teaching and learning. Pupils' work will be completed in an exercise book, which will be an additional source of ongoing evidence of progress, amounting to a portfolio.

At the end of each half term, the Lingotot teacher will update a class record of progress, in terms of the specific learning objectives set out in the KS2 Programme of Study.

For reporting purposes, each year, and in line with the reporting arrangements for all other subjects, the pupil's individual achievement with respect to the expected learning aims for each year will be communicated by Lingotot to the languages lead who will pass this on to class teachers.

7. Inclusion

Oakdene Primary School firmly believes in the value of language learning for all pupils, regardless of race, ability or gender. Care is taken to ensure that positive images of languages being spoken by people of both sexes will be promoted. Differentiated approaches are employed to seek to ensure that all learners in the classroom are able to make optimum progress. EAL and speakers of languages other than English are encouraged to bring those languages into the classroom and use them to support their learning of French. Every opportunity is taken to recognise and celebrate the ability to speak any and all languages.

Rights Respecting Schools

Article 28 Every child has the right to an education.

Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.